

Resilience amongst undergraduate students undertaking a health sciences inter-professional learning programme

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Background

Stress plays a significant role in the performance of all healthcare practitioners and particularly in healthcare students (Hodselmans et al, 2018). The effects of stress are often reflected in students' academic performance, inter-personal relationships and may contribute significantly to poor mental health (Thawabieh & Qaisy, 2012).

The Aim of the Study

The aim of the study is to examine the factors which contribute to student stress and how to promote resilience amongst healthcare students. This study reports the findings from two focus groups comprising of 2nd year students from Diagnostic Radiography, Nursing, Occupational Therapy, Orthoptics, Physiotherapy and Therapeutic Radiology undergraduate programmes.

Data Collection

Data was collected and thematically analysed utilizing Colaizzi's (1978) thematic framework.

Findings

Narrative data was grouped into three key themes: (1) Inter-professional learning (2) Challenges in Practice (3) Challenges in University.



A further six theme clusters were identified: (i) planned learning activities with other professional groups (ii) role of academic advisor (iii) confidence (iv) loneliness/isolation (v) financial difficulties (vi) academic writing.

Participant Narratives

(i) Planned learning activities: Participant H - *"It's nice to mix with the other courses ...because we all have to work together on a ward, I think it's important to have an idea on what each profession does and to know who you can call on if you need to when you get out [in practice]"*

(ii) Academic Advisor: Participant C - *"I found that that's a really nice support and kind of like encouragement..."*

(iii) Confidence: Participant I - *"Feeling very intimidated... Sometime I just felt incompetent and negative, like demotivated ... it's a lack of confidence, mostly in my own skill. Just knowledge wise I feel like I am always unsure"*

(iv) Loneliness/isolation: Participant A - *"it's exhausting, we had the same sort of placement and it's so isolating...That was quite tough"*

(v) Financial difficulties: Participant E - *for them [the university] to assume as a student I've got that kind of money is ridiculous...*

(vi) Academic writing: Participant F - *"Essays ... I am so stressed about it... is the stressful part for me"*

Conclusion

The findings from this study are congruent with contemporary literature around NHS staff and learners wellbeing (HEE, 2019) and will inform IPL/The Resilience Programme for subsequent cohorts. Improved supportive interventions will be implemented and subsequently investigated.

References

- Hodselmans et al (2018) available at:
<https://www.ncbi.nlm.nih.gov/pubmed/29068746>
Thawabieh & Qaisy (2012) available at:
https://www.ajcrnet.com/journals/Vol_2_No_2_February_2012/13.pdf
HEE (2019) available at:
<https://www.hee.nhs.uk/sites/default/files/documents/NHS%20%28HEE%29%20-%20Mental%20Wellbeing%20Commission%20Report.pdf>

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